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| **Vision for students learning**  Vision involves learning how to connect the past, the present and the future. The past is all too familiar. The present is certain. The future is untried! | |
| **Our School**  Vision of the qualities our students will show as a result of their years of learning and living in our school and its community | **NZC**  Vision for all of New Zealand’s young people who participate in our school system |
| Through our influence, example and persistent efforts we aim to help our students to   * have sound and strong foundational skills in literacy, numeracy and thinking skills * value and appreciate other people * value collaboration, co-operation and competition in striving for excellence in learning and life   **Waikaka School**  **Collaboration, Co-operation and Competition:**  **Learning for Life** | **Confident**   * positive in their own identity * motivated and reliable * resourceful * resilient   **Connected**   * relate well to others * use communication tools effectively * connected to the land and environment   **Actively Involved**   * participate in a range of life opportunities * contributors to the well-being of New Zealand   **Lifelong Learners**   * literate and numerate * critical, creative thinkers * seekers, users, creators and judges of knowledge * informed decision makers   *NZC 2007* |

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| **Values We Share**  The values on page 10 of NZC are encouraged, modelled and explored | |
| **Our School**  Values that are encouraged, lived and regularly reviewed by everyone in our school | **NZC**  Values we support as a national direction, through encouragement, modelling and exploration |
| **Co-operation**  **Honesty**   * To be fair, truthful, and take responsibility for ones behaviour   **Kindness**   * to show concern, consideration and empathy for others.   **Obedience**   * to obey rightful authority and rules.   **Collaboration**  **Duty**   * to do what is right or what a person ought to do; obligation; to be involved in the common good of the community and environment   **Respect**   * to treat with courtesy; to hold in high regard; to honour, to care about yourself and others.   **Competition**  **Responsibility**   * to be answerable, to be trustworthy and accountable for your own conduct and behaviour   **Excellence**   * to aim for ones personal best: to reach own potential by setting goals and having high expectations for oneself, in learning and life   *Waikaka School Values* | **Excellence**   * aiming high, persevering   **Innovation, inquiry, curiosity**   * thinking critically, creatively, reflectively   **Diversity**   * different cultures, languages, heritages   **Equity**   * fairness and social justice   **Community and participation**   * for the common good   **Ecological sustainability**   * care for the environment   **Integrity**   * being honest, responsible, accountable, ethical   *NZC 2007* |

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| **Curriculum Principles**  The school’s curriculum is underpinned by and consistent with the principles on page 9 NZC | |
| **Our School**  Principles to underpin the design of our school curriculum | **NZC**  Curriculum practice throughout our school is underpinned by and consistent with the NZC through performing the following actions |
| **High Expectations**   * Strive for personal excellence; for everyone to achieve their individual best * Model and demonstrate how to achieve to our best potential   *Success is where you compare yourself to others; excellence is reflecting and improving on own past performances*  **Treaty of Waitangi**   * Provide students with appropriate opportunities to develop awareness of the bicultural heritage of New Zealand   **Learning to Learn**   * Give opportunities to reflect on personal learning * Develop strategies to enable all to learn to reach their highest potential   **Cultural Diversity**   * Value and celebrate everyone’s cultural heritage   **Inclusion**   * All students are individuals * Affirm, recognise and address learning needs   **Coherence**   * Structured and managed routines and processes are common throughout the school to aid learning transitions   **Future Focus**   * Opportunities will be provided and promoted for involvement in, and exposure to, local and global issues that will affect our futures   **Community Engagement**   * Encourage, and make available, connections with families, whanau and the wider community | **High Expectations**  Teachers have, regularly communicate and encourage students to achieve to their personal best. Expectations are suitably pitched to the individual, understood by the student, and they are motivational.  **Treaty of Waitangi**  All students experience learning opportunities within and across curricula areas and topics that help them understand the bicultural tikanga of Aotearoa New Zealand.  **Learning to Learn**  Teachers help students to learn how to learn through explicit feedback that helps them know where they are succeeding, where they are at, and how best to move forward. They know what it is they are learning and what successful learning looks like.  **Diversity**  Teachers and students are knowledgeable of students’ cultural backgrounds and are sensitive to their particular beliefs and practices in the design of learning experiences and in day to day interactions and relationships.  **Inclusion**  All students’ identities, abilities and talents are recognised and affirmed in school and classroom practice. Practice is non-sexist, non-racist and non-discriminatory.  **Coherence**  Curriculum is planned and delivered in ways that make natural connections across the various dimensions (values, key competencies, learning areas and knowledge)  **Future Focus**  Where relevant, learning programmes and experiences encourage students to look to the future to consider associated issues for themselves, others, and the world in which we live.  **Community Engagement**  Learning activities connect with students’ lives outside of school, and where relevant seek to involve their families and community. |

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| **Key Competencies**  Students are supported to develop the key competencies on page 12-13 NZC | |
| **Our School**  In our school we emphasise students’ development of the following | **NZC**  Five major competencies which we support students to develop |
| **Learning Competencies (thinking & language, symbols and texts)**  Thinking  Students will develop:   * Creative, critical, and innovative thinking skills * The ability to actively seek new information, experiences and ideas * The ability to make sense of information for themselves * The ability to use reflective processes to develop their thinking further   Using Language, Symbols and Texts  Students will develop:   * The ability to interpret and use words, numbers, and images * The ability to recognise how language and symbols affect people’s understanding * The ability to respond to a variety of forms of communication * The ability to use ICT effectively and appropriately to access and communicate information and ideas   **Personal and Social Competencies (Managing self, relating to others, participating and contributing)**  Managing Self  Students will develop:   * A positive, self-motivated attitude * An awareness and ability to set and reach personal goals * The ability to deal with challenging situations appropriately * honest, trustworthy, resilient and responsible behaviours   Relating to Others  Students will develop:   * The ability to interact effectively and appropriately with all people, in a variety of situations * The ability to listen to different points of view in an open-minded way * The willingness to be open to new learning and the ideas of others     Participating and Contributing  Students will develop:   * The ability to respond appropriately when working in a group * The ability to include people in group and team activities * Skills to become active members of local, national and global communities * A sense of belonging | **Thinking**   * use creative, critical, metacognitive and reflective processes to make sense of information, ideas, experiences * actively seek, use and create knowledge * reflect on own learning, drawing on personal knowledge and intuitions, ask questions, challenge the basis of assumption and perceptions   **Using language, symbols and texts**   * interpret and use words, number, images, movement, metaphor, technologies in a range of situations * recognise how choices of language and symbol affect people’s understanding and ways in which they respond to communications * use ICT confidently to communicate and access information   **Managing self**   * self motivation * ‘can-do’ attitude * Set personal goals, make plans, have high personal standards * Be enterprising, resourceful, reliable, resilient * Have strategies for meeting a challenge * Know when and how to follow someone’s lead, or make own well-informed choices   **Relating to others**   * Interact effectively with a diverse range of people in a variety of contexts * Listen actively, recognise different points of view, negotiate and share ideas * Open to new learning * Take different roles in different situations * Know when it’s appropriate to compete, and when it’s appropriate to co-operate   **Participating and contributing**   * Participating actively in local, national and global communities * Respond appropriately as a group member * Make connections to others * Create opportunities for including people in group activities |

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| **Effective Pedagogy (Quality Teaching)**  Teacher actions promoting student learning pg 34-35 | |
| **Our School**  In our school Quality Teaching is | **NZC** |
| Planning, preparing, modelling, assessing and reflecting on a variety of meaningful activities and experiences, and providing feedback and feedforward to enhance learning.  Providing a safe and positive environment where learning is fun and children are encouraged to take risks.  Being flexible, innovative and creative, while catering for individual learning styles and needs, through relevant experiences.  Having high expectations for students learning and behaviour by establishing routines and celebrating student achievement.  Involving the community and resources to enhance student learning and engagement. | Students learn best when teachers:   * Create a supportive learning environment * Encourage reflective thought and action * Enhance the relevance of new learning * Facilitate shared learning * Make connections to prior learning and experiences * Provide sufficient opportunities to learn * Inquire into the teaching-learning relationships |

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| **Learning Areas**  Students are provided with effectively taught programmes in the learning areas on page 18-23 NZC | |
| **Our School**  “Big picture” goals for students across all levels of the school | **NZC**  Learning Areas and Strands |
| **Productive English**  Students will be given opportunities to:  1. Communicate in ways that have meaning for self and others  2. Use conventions and formats for expressing and presenting information and ideas  3. Use processes (checking and editing) to improve meaning and quality  4. Use a range of styles suited to particular purposes and occasions  **Receptive English**  Students will be given opportunities to  1. Use processes and strategies necessary to access meaning  2. Seek and make meaning of information and ideas  3. Question and critically examine ideas  4. Engage purposefully and for pleasure    **Mathematics**  Students will be given opportunities to:  1. Calculate using a range of strategies with whole numbers and proportions, with words, diagrams and symbols  2. Generalise and represent patterns and relationships found in shapes and measures  3. Identify the attributes of objects and measure using appropriate units and instruments  4. Recognise and use properties of shapes and describe direction  5. Conduct statistical investigations and communicate findings about data | **English**  Students study, explore and enjoy language and literature communicated orally, visually or in writing   * Listening, reading, and viewing * Speaking, writing, and presenting   **Mathematics and Statistics**  Students explore relationships in quantities, space, and data   * Number and algebra * Geometry and measurement * Statistics   **Health and Physical Education**  Students learn about their own well-being and that of others, in health-related and movement contexts   * Personal health and physical development * Movement concepts and motor skills * Relationships with other people * Healthy communities and environments   **Science**  Students learn to investigate, understand and explain our natural, physical world and the wider universe   * The nature of science * The living world * The planet Earth and beyond * The physical world * The material world   **Social Sciences**  Students learn about how societies work and how people can participate as critical, active informed, and responsible citizens   * Identity, culture and organisation * Place and environment * Continuity and challenge * The economic world   **Technology**  Students learn to use practical and other resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities   * Technological practice * Technological knowledge   Nature of technology  **The Arts**  Students explore, refine, and communicate ideas as they create works and respond to the works of others   * Dance * Drama * Visual Art * Sound Art (Music)   **Learning Languages**  Students develop the means of communicating with people from another culture and exploring their own personal world   * Communication * Language knowledge * Cultural knowledge |